

## The Seven ROPA Standards

### **STANDARD I: Standards-Based Preparation**

Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge and the knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

### **INDICATORS:**

#### *General Knowledge, Skills, and Dispositions*

- 1.01 Programs assure that candidates acquire content-rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).

#### *Endorsement Area Knowledge, Skills, and Dispositions*

- 1.02 Programs assure that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).
- 1.03 Programs assure that candidates learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences that are responsive to all students' intellectual, social, physical and emotional development.
- 1.04 Programs assure that candidates demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).
- 1.05 Programs assure that candidates learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.
- 1.06 Programs assure that candidates develop as reflective practitioners and plan for professional growth.
- 1.07 Programs assure that candidates understand and maintain standards of professional conduct guided by legal and ethical principles.

**DIRECTIONS:** For each indicator describe how your program(s) or institution specifically addresses that indicator.

**STANDARD I: Standards-Based Preparation** – Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge and the knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Indicators	Required and Suggested Supporting Evidence
<b>1.01</b> – Programs assure that candidates acquire content rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).	<ul style="list-style-type: none"> <li>® <sup>2</sup>College catalog highlighting core curriculum and/or degree criteria checklist</li> <li>® List of possible liberal arts majors and requirements</li> <li>◆ <sup>3</sup>Program curriculum sheet</li> <li>◆ Criteria for self-designed majors</li> <li>◆ Description of advising system</li> <li>◆ Study plans</li> <li>◆ Senior/masters theses</li> </ul>
<b>1.02</b> – Programs assure that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).	<ul style="list-style-type: none"> <li>® Curricular map that provides an overview of the program's coursework cross-referenced to the <i>16 Principles</i> and to the endorsement requirements</li> <li>® Course syllabi with evaluated work samples</li> <li>◆ Excerpts from candidate portfolios</li> <li>◆ Candidate's plan to meet requirements for licensure</li> <li>◆ Senior/masters theses</li> <li>◆ Description of individually designed major</li> <li>◆ Evaluations</li> <li>◆ Description of advising system</li> </ul>
<b>1.03</b> – Programs assure that candidates learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences that are responsive to all students' intellectual, social and emotional development.	<ul style="list-style-type: none"> <li>® Curricular map</li> <li>® Course syllabi with evaluated products</li> <li>◆ Excerpts from candidate portfolios</li> <li>◆ Field experience evaluations</li> </ul>
<b>1.04</b> – Programs assure that candidates develop and demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).	<ul style="list-style-type: none"> <li>® Curricular map identifying uses of technology</li> <li>® Course syllabi with evaluated products</li> <li>◆ Excerpts from candidate portfolios</li> <li>◆ List of available technology (hardware, software, labs)</li> <li>◆ Field experience evaluations</li> </ul>

<sup>2</sup> ® = Required evidence

<sup>3</sup> ◆ = Suggested evidence

**DIRECTIONS:** For each indicator describe how your program(s) or institution specifically addresses that indicator.

**STANDARD I: Standards-Based Preparation** – Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge and the knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Indicators	Required and Suggested Supporting Evidence
1.05 – Programs assure that candidates learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<ul style="list-style-type: none"> <li>® Curricular map cross-referenced to the <i>16 Principles</i> and the endorsement requirements</li> <li>® Course syllabi with evaluated products</li> <li>® Excerpts from candidate portfolios that reference the <i>Vermont Framework</i> and/or the <i>Grade Expectations</i></li> <li>◆ Individual study plans, bibliographies, and evaluations</li> <li>◆ Case studies of candidates' progress through the program(s)</li> <li>◆ Action research projects</li> <li>◆ Field experience evaluations</li> </ul>
1.06 – Programs assure that candidates develop as reflective practitioners and plan for professional growth.	<ul style="list-style-type: none"> <li>® Excerpts from candidate portfolios</li> <li>◆ Journals</li> <li>◆ Syllabi and evaluated course work samples</li> <li>◆ Self-evaluations</li> </ul>
1.07 – Programs assure that candidates understand and maintain standards of professional conduct guided by legal and ethical principles.	<ul style="list-style-type: none"> <li>® Handbooks that include policies and procedures</li> <li>® Documentation of seminars and presentations on law and ethics</li> <li>® Excerpts from candidate portfolios</li> <li>◆ Course syllabi</li> <li>◆ College catalog</li> <li>◆ Policies and procedures</li> <li>◆ Professional attributes or dispositions forms</li> <li>◆ Field experiences evaluations</li> </ul>

**ANALYSIS AND REFLECTIVE SUMMARY:** Write a brief (approximately one page) reflective summary in which you analyze the major components of your program (or institution) for meeting this standard and reflect on the ways in which they meet or do not meet the standard. Delineate the strengths of your program (or institution) and the areas of relative weakness, and discuss possible improvements.

<b>SCORING RUBRICS – STANDARD I: Standards-Based Preparation</b> – Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principals for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.				
Indicators	No Evidence	Emergent	Approaching Standard	Meets Standard
<b>1.01</b> – Programs assure that candidates acquire content rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).		Programs are reviewing and revising the opportunities for candidates to acquire content rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).	Programs provide candidates with opportunities to acquire content rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).	Programs assure that candidates acquire content rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).
<b>1.02</b> – Programs assure that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).		Programs are reviewing and revising the opportunities for candidates to develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).	Programs provide candidates with opportunities to develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).	Programs assure that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).
<b>1.03</b> – Programs assure that candidates learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences that are responsive to all students' intellectual, social and emotional development.		Programs are reviewing and revising the opportunities for candidates to learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences that are responsive to all students' intellectual, social and emotional development.	Programs provide candidates with opportunities to learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences that are responsive to all students' intellectual, social and emotional development.	Programs assure that candidates learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences that are responsive to all students' intellectual, social and emotional development.
<b>1.04</b> – Programs assure that candidates develop and demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).		Programs are reviewing and revising the opportunities for candidates to develop and demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).	Programs provide candidates with the opportunities to develop and demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).	Programs assure that candidates develop and demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).

<b>SCORING RUBRICS – STANDARD I: Standards-Based Preparation</b> – Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.				
Indicators	No Evidence	Emergent	Approaching Standard	Meets Standard
1.05 – Programs assure that candidates learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.		Programs are reviewing and revising the opportunities candidates have to learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs provide candidates with opportunities to learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs assure that candidates learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.
1.06 – Programs assure that candidates develop as reflective practitioners and plan for professional growth.		Programs are reviewing and revising the opportunities candidates have to develop as reflective practitioners and plan for professional growth.	Programs provide candidates with opportunities to develop as reflective practitioners and plan for professional growth.	Programs assure that candidates develop as reflective practitioners and plan for professional growth.
1.07 – Programs assure that candidates understand and maintain standards of professional conduct guided by legal and ethical principles.		Programs are reviewing and revising the opportunities candidates have to understand and maintain standards of professional conduct guided by legal and ethical principles.	Programs provide candidates with opportunities to understand and maintain standards of professional conduct guided by legal and ethical principles.	Programs assure that candidates understand and maintain standards of professional conduct guided by legal and ethical principles.

**STANDARD II: Collaboration with Pre-K-12 Schools**

The program and its PreK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, PreK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills and dispositions as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

**INDICATORS:**

- 2.01 Programs establish respectful, collaborative, and mutually beneficial relationships with schools, districts and other educational settings that provide field experiences for candidates.
- 2.02 The programs and their school partners work collaboratively using a systematic process to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.
- 2.03 Programs assure that candidates complete purposeful and developmentally sequenced field experiences where they learn to integrate content, pedagogical knowledge, and a full range of professional and general knowledge, in the context of the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.
- 2.04 Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students. (See definition of diversity p. 25)
- 2.05 Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.
- 2.06 Programs systematically recruit, select, and support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

<b>DIRECTIONS:</b> For each indicator describe how your program(s) or institution specifically addresses that indicator.	
<b>STANDARD II: Collaboration with preK-12 Schools</b> – The program and its preK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, preK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills, and dispositions as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	
<b>Indicators</b>	<b>Required and Suggested Supporting Evidence</b>
<b>2.01</b> - Programs establish respectful, collaborative, and mutually beneficial relationships with schools, districts and other educational settings that provide field experiences for candidates.	<ul style="list-style-type: none"> <li>® Copies of partnership agreements</li> <li>® Letters of support</li> <li>◆ Evaluations of school partnerships (e.g., PDS)</li> <li>◆ Grants (co-written, co-implemented, co-funded)</li> <li>◆ Documentation of workshops, collaborative meetings, or presentations</li> <li>◆ On-site seminars and courses</li> <li>◆ Presentation notes</li> </ul>
<b>2.02</b> - The programs and their school partners work collaboratively using a systematic process to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.	<ul style="list-style-type: none"> <li>® Handbook(s)</li> <li>® Communication between the program representatives and preK-12 educators</li> <li>◆ PreK-12 faculty contributions to evaluation of portfolios</li> <li>◆ Documentation of program changes as a result of collaboration</li> <li>◆ Placement contracts</li> <li>◆ Tools for assessing quality of field sites</li> <li>◆ Handbook for field-based faculty</li> <li>◆ Resumes</li> <li>◆ Evaluation processes</li> <li>◆ Supervisor evaluations of field experiences</li> <li>◆ Candidate evaluations of field experiences</li> </ul>
<b>2.03</b> – Programs assure that candidates complete purposeful and developmentally sequenced field experiences where they learn to integrate content, pedagogical knowledge, and a full range of professional and general knowledge, in the context of the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<ul style="list-style-type: none"> <li>® Handbook(s)</li> <li>® Curricular map</li> <li>® Field placement records</li> <li>◆ Field placement evaluation forms</li> <li>◆ Placement contracts</li> <li>◆ Journals</li> <li>◆ Course syllabi with evaluated products</li> <li>◆ Advising folders</li> <li>◆ Records tracking placements for all candidates</li> </ul>

<b>DIRECTIONS:</b> For each indicator describe how your program(s) or institution specifically addresses that indicator.	
<b>STANDARD II: Collaboration with preK-12 Schools</b> – The program and its preK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, preK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills, and dispositions as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	
<b>Indicators</b>	<b>Required and Suggested Supporting Evidence</b>
<b>2.04</b> - Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students. (See definition of diversity, p. 25)	<ul style="list-style-type: none"> <li>® Master list of schools and other sites used as field placements</li> <li>® Demographics of field placement sites</li> <li>◆ Profiles of candidates' field experiences at different points in the program</li> <li>◆ Survey from field site participants</li> <li>◆ Candidates' journal entries</li> <li>◆ Tools for assessing quality of field sites</li> <li>◆ Minutes of meetings between the program and preK-12 educators</li> <li>◆ Classroom profiles</li> </ul>
<b>2.05</b> - Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.	<ul style="list-style-type: none"> <li>® Records of field placements for every candidate</li> <li>® Master list of schools and other sites used as field placements</li> <li>◆ Advising folders</li> <li>◆ Curricular map stating purposes of field placements</li> <li>◆ Placement contracts</li> <li>◆ Field experience requirements</li> </ul>
<b>2.06</b> - Programs systematically recruit, select, and support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<ul style="list-style-type: none"> <li>® Recruitment and selection criteria process</li> <li>◆ Resumes</li> <li>◆ Evaluation processes</li> <li>◆ Supervisor evaluations of field experiences</li> <li>◆ Analysis of cooperating teachers' classrooms</li> <li>◆ Field experience requirements</li> <li>◆ Handbook for field-based faculty</li> <li>◆ Student teaching handbook</li> <li>◆ Candidates' evaluations of cooperating teachers</li> </ul>

**ANALYSIS AND REFLECTIVE SUMMARY:** Write a brief (approximately one page) reflective summary in which you analyze the major components of your program (or institution) for meeting this standard and reflect on the ways in which they meet or do not meet the standard. Delineate the strengths of your program (or institution) and the areas of relative weakness, and discuss possible improvements.



**SCORING RUBRICS – STANDARD II: Collaboration with preK-12 Schools** - The program and its preK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, preK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills, and dispositions as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Indicators	No Evidence	Emergent	Approaching Standard	Meets Standard
<b>2.01</b> - Programs establish respectful, collaborative, and mutually beneficial relationships with schools, districts and other educational settings that provide field experiences for candidates.		Programs have a plan to establish respectful relationships with schools, districts and other educational settings that provide field experiences for candidates.	Programs are beginning to establish respectful and collaborative relationships with schools, districts and other educational settings that provide field experiences for candidates.	Programs establish respectful, collaborative, and mutually beneficial relationships with schools, districts and other educational settings that provide field experiences for candidates.
<b>2.02</b> - The programs and their school partners work collaboratively using a systematic process to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.		The programs and their school partners use an informal approach to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.	The programs and their partners use an inconsistent process to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.	The programs and their school partners work collaboratively using a systematic process to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.
<b>2.03</b> - Programs assure that candidates complete purposeful and developmentally sequenced field experiences where they integrate content, pedagogical knowledge, and a full range of professional and general knowledge, in the context of the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.		Programs provide limited opportunities for candidates to complete purposeful and developmentally sequenced field experiences where they integrate content, pedagogical knowledge, and a full range of professional and general knowledge, in the context to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs provide some opportunities for candidates to complete purposeful and developmentally sequenced field experiences where they integrate content, pedagogical knowledge, and a full range of professional and general knowledge, in the context to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs assure that candidates complete purposeful and developmentally sequenced field experiences where they integrate content, pedagogical knowledge, and a full range of professional and general knowledge, in the context to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.
<b>2.04</b> - Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students. (See diversity definition, p. 25)		Programs provide candidates with limited experiences in classrooms that serve a diverse population of students.	Programs provide candidates with some field experiences in classrooms that serve a diverse population of students.	Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students.

**SCORING RUBRICS – STANDARD II: Collaboration with preK-12 Schools** - The program and its preK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, preK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills, and dispositions as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Indicators	No Evidence	Emergent	Approaching Standard	Meets Standard
<b>2.05</b> - Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.		Programs provide candidates with limited field experiences that represent the grade levels, content, and requirements of the endorsements sought.	Programs provide candidates with some field experiences that represent the grade levels, content and requirements of the endorsements sought.	Programs provide candidates with a sequence of field experiences that represent the grade levels, content and requirements of the endorsements sought.
<b>2.06</b> - Programs systematically recruit, select, and support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.		Programs informally recruit and select but do not support field-based faculty and who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs informally recruit, select and inconsistently support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs systematically recruit, select and support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.

**STANDARD III: System of Assessment**

The educator programs use a system of rigorous and varied measures to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure meet the standards of performance for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

**INDICATORS:**

- 3.01 Programs establish and maintain performance criteria for entrance to the program, entrance to student teaching, and exit from the program.
- 3.02 Programs provide a system of continual assessment of candidates' knowledge, skills, dispositions, and performance as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements, and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.
- 3.03 Programs provide a comprehensive system for the development and evaluation of the Level I Licensure Portfolio.
- 3.04 Programs assure that candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.
- 3.05 Institutions and programs use a formal system to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.
- 3.06 Institutions and programs use a formal system to collect information from the graduates' employers during their first five years in the profession for the purpose of assessing the quality of the preparation programs.

<b>Directions:</b> For each indicator describe how your program(s) or institution specifically addresses that indicator.	
<b>STANDARD III: System of Assessment</b> – The educator programs a system of rigorous and varied measures to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure have met the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	
<b>Indicators</b>	<b>Required and Suggested Supporting Evidence</b>
<b>3.01</b> – Programs establish and maintain performance criteria for entrance to the program, entrance to student teaching, and exit from the program.	<ul style="list-style-type: none"> <li>® Handbook(s)</li> <li>® Assessments and criteria used</li> <li>◆ Records on individual candidates</li> <li>◆ Advising forms</li> <li>◆ Websites</li> </ul>
<b>3.02</b> – Programs provide a system of continual assessment of candidates' knowledge, skills, dispositions, and performance as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.	<ul style="list-style-type: none"> <li>® Flow chart of candidate assessment system indicating when interim checks related to key decision points occur</li> <li>® Curricular map that includes assessments linked to the <i>16 Principles</i> and endorsement areas</li> <li>® Sample candidate assessments including the feedback provided and how that feedback was used in advising the candidate (e.g., readiness for student teaching, counseling out of the program)</li> <li>◆ Advising handbooks</li> <li>◆ Examples of assessments</li> <li>◆ Course syllabi with evaluated work samples</li> </ul>
<b>3.03</b> – Programs provide a comprehensive system for the development and evaluation of the Level I Licensure Portfolio.	<ul style="list-style-type: none"> <li>® Handbook(s) or other materials explaining program's portfolio development and assessment process</li> <li>® Sign off sheet (or equivalent) documenting that two or more trained assessors from the institution score portfolios</li> <li>◆ Assessor training materials/ meeting notes</li> <li>◆ Samples of portfolios at various stages of development</li> <li>◆ Course syllabi and assignments relating to portfolio development</li> <li>◆ Documentation of portfolio presentations</li> <li>◆ Candidate reflections and/or evaluations of the portfolio process</li> </ul>
<b>3.04</b> – Programs assure that candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.	<ul style="list-style-type: none"> <li>® Handbook(s) or other information candidates receive that details assessments, criteria, and appeal process</li> <li>◆ Schedule and notes from presentations and meetings</li> <li>◆ College catalogue</li> </ul>
<b>3.05</b> – Institutions and programs use a formal system to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs	<ul style="list-style-type: none"> <li>® Sample evaluation forms</li> <li>® Description of system</li> <li>◆ Testimonials and/or letters</li> </ul>
<b>3.06</b> - Institutions and programs use a formal system to collect information from program graduates' employers during the first five years in the profession for the purpose of assessing the quality of the preparation programs.	<ul style="list-style-type: none"> <li>® Sample evaluation forms</li> <li>® Description of system</li> <li>◆ Testimonials/ letters</li> </ul>

**ANALYSIS AND REFLECTIVE SUMMARY:** Write a brief (approximately one page) reflective summary in which you analyze the major components of your program(s) for meeting this standard and reflect on the ways in which they meet the standard or do not meet the standard. Delineate the strengths of your program (or institution) and the areas of relative weakness, and discuss possible improvements.

**SCORING RUBRIC- STANDARD III: System of Assessment** – The educator programs use a system of rigorous and varied measures to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure have met the standards of performance for beginning educators as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Indicators	No Evidence	Emergent	Approaching Standard	Meets Standard
<b>3.01</b> – Programs establish and maintain performance criteria for entrance to the program, entrance to student teaching, and exit from the program.		Programs are in the process of establishing performance criteria for entrance to the program, entrance to student teaching, and exit from the program.	Programs have established performance criteria for entrance to the program, entrance to student teaching, and exit from the program.	Programs establish and maintain performance criteria for entrance to the program, entrance to student teaching and exit from its program.
<b>3.02</b> – Programs provide a system of continual assessment of candidates' knowledge, skills, dispositions, and performance as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.		Programs have a plan for a system of continual assessment of candidates' knowledge, skills, and dispositions and performance as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.	Programs are beginning to implement a system of continual assessment of candidates' knowledge, skills, and dispositions and performance as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.	Programs provide a system of continual assessment of candidates' knowledge, skills, and dispositions and performance as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements, and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.
<b>3.03</b> – Programs provide a comprehensive system for the development and evaluation of the Level I Licensure Portfolio.		Programs are developing a system for the development and evaluation of the Level I Licensure Portfolio.	Programs are beginning to provide a system for the development and evaluation of the Level I Licensure Portfolio.	Programs provide a comprehensive system for the development and evaluation of the Level I Licensure Portfolio.
<b>3.04</b> – Programs assure that candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.		Programs are developing a system to assure that candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.	Programs are beginning to implement a system to assure that candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.	Programs assure that candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.

**SCORING RUBRIC- STANDARD III: System of Assessment** – The educator programs use a system of rigorous and varied measures to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure have met the standards of performance for beginning educators as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Indicators	No Evidence	Emergent	Approaching Standard	Meets Standard
<b>3.05</b> – Institutions and programs use a formal system to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.		Institutions and programs are developing a plan to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.	Institutions and programs have an informal process to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.	Institutions and programs have a formal system to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.
<b>3.06</b> – Institutions and programs use a formal system to collect information from program graduates' employers during the first five years in the profession for the purpose of assessing the quality of the preparation programs.		Institutions and programs are developing a plan to collect information from program graduates' employers during the first five years in the profession for the purpose of assessing the quality of the preparation programs.	Institutions and programs have an informal process to collect information from program graduates' employers during the first five years in the profession for the purpose of assessing the quality of the preparation programs.	Institutions and programs have a formal system to collect information from program graduates' employers during the first five years in the profession for the purpose of assessing the quality of the preparation programs.

**STANDARD IV: Demonstration of Candidate Knowledge, Skills and Dispositions**

Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

**INDICATORS:**

- 4.01 Programs assure that all candidates demonstrate through the Level I Licensure Portfolio that they have met the standards of performance for beginning educators as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.
- 4.02 Programs use the data gathered through the assessment system(s) to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

<b>DIRECTIONS:</b> For each indicator describe how your program(s) or institution specifically addresses that indicator.	
<b>STANDARD IV: Candidate Knowledge, skills, and dispositions</b> - Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions as in <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	
<b>Indicators</b>	<b>Required and Suggested Supporting Evidence</b>
<b>4.01-</b> Programs assure that all candidates demonstrate through the Level I Licensure Portfolio that they have met the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements	<ul style="list-style-type: none"> <li>® Samples of licensure portfolios that were judged "pass"</li> <li>® Samples of licensure portfolios that were judged "fail"</li> <li>® Samples of evaluated portfolios of candidates recommended for licensure from all endorsements</li> </ul>
<b>4.02</b> - Programs use the data gathered through the assessment system to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<ul style="list-style-type: none"> <li>® Student teaching/internship supervisor's evaluation</li> <li>® Student teaching/internship cooperating teacher's evaluation</li> <li>® Title II report</li> <li>® Student teaching completers</li> <li>® Aggregate data from completed surveys from graduates</li> <li>® Aggregate data from completed surveys of graduates' employers</li> <li>® Data from surveys of candidates in programs</li> <li>® Chart of the candidates who submitted portfolios in the previous year, number of re-writes they did, and their final portfolio score (see Appendix C)</li> <li>◆ Evidence of dispositions</li> <li>◆ Additional evidence of content knowledge from liberal arts/science major or equivalent</li> <li>◆ Samples of candidate portfolios at various stages of development</li> <li>◆ Endorsement criteria/record keeping forms</li> <li>◆ Data on acceptance to department or student teaching</li> <li>◆ Data across entries in Level I Licensure Portfolio for consistency in assessment</li> </ul>

**ANALYSIS AND REFLECTIVE SUMMARY:** Write a brief (approximately one page) reflective summary in which you analyze the major components of your program(s) for meeting this standard and reflect on the ways in which they meet the standard or do not meet the standard. Delineate the strengths of your program (or institution) and the areas of relative weakness, and discuss possible improvements.



<b>SCORING RUBRICS – STANDARD IV: Candidate Knowledge, skills, and dispositions</b> - Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions as in <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.				
Indicators	No Evidence	Emergent	Approaching Standard	Meets Standard
<b>4.01</b> – Programs assure that all candidates demonstrate through the Level I Licensure Portfolio that they have met the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.		Programs assure that some candidates demonstrate through the Level I Licensure Portfolio that they have met few of the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs assure that most candidates demonstrate through the Level I Licensure Portfolio that they have met some of the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs assure that all candidates demonstrate through the Level I Licensure Portfolio that they have met most of the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.
<b>4.02</b> – Programs use the data gathered through the assessment system to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.		Programs rarely use the data gathered through the assessment system to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs inconsistently use the data gathered through the assessment system to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	Programs use the data gathered through the assessment system to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.

***STANDARD V: Commitment to Diversity***<sup>4</sup>

The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity on our world. The program assures that candidates have the knowledge, skills, and disposition to address issues of diversity in the context of teaching and learning.

**INDICATORS:**

- 5.01 The institution and programs are committed to providing an environment where issues of diversity are explored and addressed.
- 5.02 The institution and programs recruit, admit, support, and retain students from diverse backgrounds.
- 5.03 The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.
- 5.04 Programs assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.
- 5.05 Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.
- 5.06 Programs assure that candidates create educational climates that encourage respect for self and others, positive social action, and personal health and safety.

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<sup>4</sup> Diversity includes individuals representing a range of different socio-economic, ethnic, racial, gender, linguistic, and religious backgrounds and histories; different sexual orientations; individuals who come from different regions of the country and the world with multi-cultural and global perspectives; and individuals with exceptionalities in learning.

<b>Directions:</b> For each indicator describe how your program(s) or institution specifically addresses that indicator.	
<b>STANDARD V: Commitment to Diversity<sup>4</sup></b> - The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity in our world. The program assures that candidates have the knowledge, skills, and dispositions to address issues of diversity in the context of teaching and learning.	
<b>Indicators</b>	<b>Required and Suggested Supporting Evidence</b>
<b>5.01</b> – The institution and programs are committed to providing an environment where issues of diversity are explored and addressed.	<ul style="list-style-type: none"> <li>Ⓢ Purpose, mission, and vision of the institution</li> <li>Ⓢ Student and faculty support services</li> <li>Ⓢ Testing preparation supports</li> <li>Ⓢ Curricular offerings and requirements</li> <li>◆ Library holdings/technology connections</li> <li>◆ Physical space (e.g., dedications, artwork)</li> <li>◆ Sponsorship of multi-cultural events</li> <li>◆ Guest speakers or visitors</li> </ul>
<b>5.02</b> – The institution and programs recruit, admit, support, and retain students from diverse backgrounds.	<ul style="list-style-type: none"> <li>Ⓢ Action plans for recruiting candidates from diverse backgrounds</li> <li>Ⓢ Rates of completion for various groups (<i>see Appendix C</i>)</li> <li>Ⓢ Orientation and mentoring</li> <li>◆ Scholarship programs and other financial incentives</li> <li>◆ Partnerships with other postsecondary institutions with diverse faculty and student bodies</li> <li>◆ Admission criteria</li> <li>◆ College programs (e.g., mathematics and science for women)</li> <li>◆ PreK-12 partnerships with feeder schools of targeted demographic</li> </ul>
<b>5.03</b> – The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.	<ul style="list-style-type: none"> <li>Ⓢ Recruitment chart (see Appendix C)</li> <li>Ⓢ List of places where jobs were posted</li> <li>Ⓢ Hiring protocols and outcomes</li> <li>Ⓢ Action plans for recruiting faculty from diverse backgrounds</li> <li>◆ Job advertisements</li> <li>◆ Job descriptions</li> <li>◆ Faculty mentoring systems</li> <li>◆ Faculty exchange programs</li> </ul>
<b>5.04</b> - Programs assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.	<ul style="list-style-type: none"> <li>Ⓢ Course syllabi with evaluated work</li> <li>Ⓢ Demographics of field placement sites</li> <li>Ⓢ Samples from candidate portfolios</li> <li>Ⓢ Curricular offerings and requirements from both liberal arts and education</li> <li>◆ Curricular maps</li> <li>◆ Candidate journals</li> <li>◆ Student exchange opportunities abroad</li> <li>◆ Student exchange opportunities in diverse communities of the U.S.</li> <li>Ⓢ Campus activities</li> </ul>

<b>Directions:</b> For each indicator describe how your program(s) or institution specifically addresses that indicator.	
<b>STANDARD V: Commitment to Diversity<sup>4</sup></b> - The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity in our world. The program assures that candidates have the knowledge, skills, and dispositions to address issues of diversity in the context of teaching and learning.	
<b>Indicators</b>	<b>Required and Suggested Supporting Evidence</b>
<b>5.05</b> - Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.	<ul style="list-style-type: none"> <li>Ⓡ Curricular offerings and requirements from both liberal arts and education</li> <li>Ⓡ Course syllabi and evaluated work samples</li> <li>◆ Guest speakers</li> <li>Ⓡ Candidate journals related to experiences with diverse populations</li> </ul>
<b>5.06</b> - Programs assure that candidates create educational climates that encourage respect for self and others, positive social action, and personal health and safety.	<ul style="list-style-type: none"> <li>Ⓡ Samples from candidate portfolios</li> <li>Ⓡ Course syllabi and evaluated work</li> <li>Ⓡ Curricular offerings and requirements</li> <li>◆ Guest speakers</li> <li>◆ Field placement observations and evaluations</li> <li>◆ Program handbooks</li> <li>◆ Advising notes</li> <li>◆ Candidate journals</li> <li>Ⓡ Disposition surveys</li> </ul>

**ANALYSIS AND REFLECTIVE SUMMARY:** Write a brief (approximately one page) reflective summary in which you analyze the major components of your program (or institution) for meeting this standard and reflect on the ways in which they meet the standard or do not meet the standard. Delineate the strengths of your program (or institution) and the areas of relative weakness and discuss possible improvements.

<b>SCORING RUBRICS – STANDARD V: Commitment to Diversity</b> - The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity in our world. The program assures that candidates have the knowledge, skills, and dispositions to address issues of diversity in the context of teaching and learning.				
<b>Indicators</b>	<b>No Evidence</b>	<b>Emergent</b>	<b>Approaching Standard</b>	<b>Meets Standard</b>
<b>5.01</b> – The institution and programs are committed to providing an environment where issues of diversity are explored and addressed.		The institution and programs are developing strategies to provide an environment where issues of diversity are explored and addressed.	The institution and programs are implementing strategies to provide an environment where issues of diversity are explored and addressed.	The institution and programs provide an environment where issues of diversity are explored and addressed.
<b>5.02</b> – The institution and programs recruit, admit, support, and retain candidates from diverse backgrounds.		The institution and programs are developing strategies to recruit, admit, support, and retain candidates from diverse backgrounds.	The institution and programs are implementing strategies to recruit, admit, support, and retain candidates from diverse backgrounds.	The institution and programs recruit, admit, support, and retain candidates from diverse backgrounds.
<b>5.03</b> – The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.		The institution and programs are developing strategies to recruit, hire, support, and retain faculty from diverse backgrounds.	The institution and programs are implementing strategies to recruit, hire, support, and retain faculty from diverse backgrounds.	The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.
<b>5.04</b> - Programs assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.		Programs provide candidates with limited opportunities to acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.	Programs provide candidates with multiple opportunities to acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.	Programs assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.
<b>5.05</b> - Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.		Programs provide candidates with limited opportunities to understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.	Programs provide candidates with multiple opportunities to understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.	Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.
<b>5.06</b> - Programs assure that candidates create educational climates that encourage respect for self and others, positive social action, and personal health and safety.		Programs assure that candidates sometimes create educational climates that encourage respect for self and others, positive social action, and personal health and safety.	Programs assure that candidates often create educational climates that encourage respect for self and others, positive social action, and personal health and safety.	Programs assure that candidates create educational climates that encourage respect for self and others, positive social action, and personal health and safety.

### **STANDARD VI: Resources**

The institution provides its educator preparation programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's ROPA Standards.

### **INDICATORS:**

- 6.01 The program is fully accredited by the New England Association of Schools and Colleges (NEASC) or equivalent.
- 6.02 The governance structure within the institution assures a clear route for programs to plan, deliver, maintain, and improve quality educator programs.
- 6.03 The institution provides resources adequate to provide quality experiences that prepare candidates to meet the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.
- 6.04 The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences, and preK-12 schools to maintain high-quality educator programs at all levels.
- 6.05 The institution's resources and policies related to faculty workload reflect the value of active engagement in teaching, scholarship, service, and preK-12 collaboration.
- 6.06 The institution provides resources to assure that technologies in instruction and for administration are current and accessible.
- 6.07 The institution provides the education programs with the resources needed to meet the ROPA standards and to implement the Five-Year Plan.

Directions: For each indicator describe how your program(s) or institution specifically addresses that indicator.	
Standard VI: Resources – The institution provides its educator preparation programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's ROPA Standards.	
Indicators	Required and Suggested Supporting Evidence
6.01 – The program is fully accredited by NEASC or equivalent.	® NEASC accreditation report or its equivalent
6.02 – The governance structure within the institution assures a clear route for programs to plan, deliver, maintain, and improve quality educator programs.	<ul style="list-style-type: none"> <li>® Organizational chart</li> <li>® Administrative protocols</li> <li>◆ Communication flow chart from president to program's leadership and faculty</li> <li>◆ Relationship with board of directors</li> </ul>
6.03 – The institution provides resources adequate to provide quality experiences that prepare candidates to meet the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<ul style="list-style-type: none"> <li>® Program budget</li> <li>® Numbers of adjunct and full-time faculty across the institution</li> <li>◆ Institution's salary scale</li> <li>◆ Student/faculty ratio for programs across the institution</li> <li>◆ Grants</li> <li>◆ Space and equipment</li> <li>◆ Comparability of per student cost across the institution</li> <li>◆ Participation in professional organizations that advance quality of education</li> </ul>
6.04 – The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences, and preK-12 schools to maintain high-quality educator programs at all levels.	<ul style="list-style-type: none"> <li>® Workload designation for faculty working with preK-12 partners and liberal arts faculty</li> <li>® Events promoting/involving collaboration</li> <li>◆ Compensation and recognition for teaching fellows working in preK-12</li> <li>◆ Release time for faculty</li> <li>◆ Course scheduling that promotes collaborative efforts</li> </ul>
6.05 – The institution's resources and policies related to faculty workload reflect the value of active engagement in teaching, scholarship, service, and preK-12 collaboration.	<ul style="list-style-type: none"> <li>® Professional development funding</li> <li>◆ Job descriptions</li> <li>◆ Workload description</li> <li>◆ Committee assignments</li> <li>◆ Policies for advancements</li> <li>◆ Endowed chairs for education</li> <li>◆ Reward and recognition systems acknowledge preK-12 collaboration</li> <li>◆ Professional presentation(s)</li> </ul>
6.06 – The institution provides resources to assure that technologies in instruction and for administration are current and accessible.	<ul style="list-style-type: none"> <li>® Technology plan and accomplishments</li> <li>◆ Grants</li> </ul>

**ANALYSIS AND REFLECTIVE SUMMARY:** Write a brief (approximately one page) reflective summary in which you analyze the major components of your program (or institution) for meeting this standard and reflect on the ways in which they meet the standard or do not meet the standard. Delineate the strengths of your program (or institution) and the areas of relative weakness and discuss possible improvements.

<b>SCORING RUBRICS - Standard VI: Resources – The institution provides its educator preparation programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's ROPA Standards.</b>				
<b>Indicators</b>	<b>No Evidence</b>	<b>Emergent</b>	<b>Approaching Standard</b>	<b>Meets Standard</b>
<b>6.01</b> – The program is fully accredited by NEASC or equivalent.		The institution is working towards NEASC accreditation or its equivalent.	The institution is conditionally accredited by NEASC or its equivalent.	The institution is fully accredited by the NEASC or its equivalent.
<b>6.02</b> – The governance structure within the institution assures a clear route for programs to plan, deliver, maintain, and improve quality educator programs.		The governance structure within the institution provides an ineffective route to plan, deliver, improve and maintain high-quality educator programs.	The governance structure within the institution provides an inconsistent route to plan, deliver, improve and maintain high-quality educator programs.	The governance structure within the institution assures a clear route to plan, deliver, improve and maintain high-quality educator programs.
<b>6.03</b> – The institution provides adequate resources and funding to provide quality experiences that prepare candidates to meet the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.		The institution provides limited resources and funding to assure quality experiences for candidates to meet the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	The institution inconsistently provides resources and funding to assure quality experiences for candidates to meet the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	The institution provides adequate resources and funding to assure quality experiences for candidates to meet the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.
<b>6.04</b> – The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences and preK-12 schools to maintain high-quality educator programs at all levels.		The institution provides limited support and resources that assure collaboration among faculty from education, the liberal arts and sciences and preK-12 schools to maintain high-quality educator programs at all levels.	The institution inconsistently provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences and preK-12 schools to maintain high-quality educator programs at all levels.	The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences and preK-12 schools to maintain high-quality educator programs at all levels.
<b>6.05</b> – The institution's resources and policies related to faculty workload reflect the value of active engagement in teaching, scholarship, service, and preK-12 collaboration.		Few of the institution's resources and policies related to faculty workload reflect the value of faculty's active engagement in teaching, scholarship, preK-12 collaboration, and service.	Some of the institution's resources and policies related to faculty workload reflect the value of faculty's active engagement in teaching, scholarship, service and PreK-12 collaboration.	The institution's resources and policies related to faculty workload reflect the value of faculty's active engagement in teaching, scholarship, service, and preK-12 collaboration.
<b>6.06</b> – The institution provides resources to assure that technologies in instruction and for administration are current and accessible.		The institution provides limited resources to assure that technologies in instruction and for administration are current and accessible.	The institution inconsistently provides resources to assure that technologies in instruction and for administration are current and accessible.	The institution provides resources to assure that technologies in instruction and for administration are current and accessible.



**SCORING RUBRICS - Standard VI: Resources** – The institution provides its educator preparation programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's ROPA Standards.

Indicators	No Evidence	Emergent	Approaching Standard	Meets Standard
<b>6.07</b> - The institution provides the education programs with the resources needed to meet the ROPA Standards and implement the Five-Year Plan.		The institution provides the education programs with limited resources to meet the ROPA Standards and implement the Five-Year Plan.	The institution provides the education programs with some resources to meet the ROPA Standards and implement the Five-Year Plan.	The institution provides the education programs with the resources needed to meet the ROPA Standards and implement the Five-Year Plan.

***STANDARD VII: Institutional and Program Renewal***

To evaluate its quality effectiveness in preparing knowledgeable and skilled beginning educators, the institutions and programs engage in ongoing self-assessment in relation to each of the ROPA standards. Programs use the data collected from the institutional and program assessment system to design and implement a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.

**INDICATORS:**

- 7.01 The institution and programs have a comprehensive system for engaging in ongoing self-assessment in relation to each of the ROPA standards.
- 7.02 Institutions and programs demonstrate progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).
- 7.03 Programs report and reflect on the findings from ROPA standards I-VI and other relevant data. They use data collected to design a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.

<b>Directions:</b> For each indicator describe how your program(s) or institution specifically addresses that indicator.	
<b>Standard VII: Institutional and Program Renewal</b> – To evaluate its quality and effectiveness in preparing knowledgeable and skilled beginning educators, the institution and program engage in ongoing self-assessment in relation to each of the ROPA standards. Programs use the data collected from the institutional and program assessment system to design and implement a Five-Year Plan for improvement that is consistent with the program's theme, and has support across the institution.	
Indicators	Required and Suggested Supporting Evidence
<b>7.01</b> – The institution and programs have a comprehensive system for engaging in ongoing self-assessment in relation to each of the ROPA standards.	<ul style="list-style-type: none"> <li>® System of self-assessment</li> <li>◆ Minutes from planning meetings</li> <li>◆ Notes from work sessions</li> </ul>
<b>7.02</b> - Institutions and programs demonstrate progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).	<ul style="list-style-type: none"> <li>® Revisions to Five-Year Plan</li> <li>® Minutes from meetings focusing on progress with Five-Year Plan and concerns</li> <li>◆ Progress towards meeting concerns from previous ROPA evaluation(s)</li> </ul>
<b>7.03</b> - Programs report and reflect on the findings from ROPA Standards I-VI and other relevant data. They use data collected to design a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.	<p><i>Review the results of your self-assessment for each of the program approval standards. Provide a summary of your analysis of the institution's and programs' strengths and areas of need and discuss possible improvements.</i></p> <p><i>Develop a Five-Year Plan specifying how you will address the areas of need. The plan must be a detailed "action plan" that identifies annual and long term goals, includes an implementation timeline, and specifies the evidence that will be used to assess growth towards meeting these goals. (For a sample format, refer to Appendix E)</i></p>

<b>SCORING RUBRICS - STANDARD VII: Institutional and Program Renewal</b> -To evaluate its quality effectiveness in preparing knowledgeable and skilled beginning educators, the institutions and programs engage in ongoing self-assessment in relation to each of the ROPA standards. Programs use the data collected from the institutional and program assessment system to design and implement a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.				
<b>Indicators</b>	<b>No Evidence</b>	<b>Emergent</b>	<b>Approaching Standard</b>	<b>Meets Standard</b>
<b>7.01</b> - The institution and programs have a comprehensive system for engaging in ongoing self-assessment in relation to each of the ROPA Standards.		The institution and programs are developing a system for ongoing self-assessment in relation to each of the ROPA Standards.	The institution and programs have an informal system for ongoing self-assessment in relation to each of the ROPA Standards.	The institution and programs have a comprehensive system for engaging in ongoing self-assessment in relation to each of the ROPA Standards.
<b>7.02</b> - Institutions and programs demonstrate progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).		Institutions and programs demonstrate little progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).	Institutions and programs demonstrate some progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).	Institutions and programs demonstrate progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).
<b>7.03</b> - Programs report and reflect on the findings from ROPA standards I-VI and other relevant data. They use the information collected to design a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.		Programs meet some of the criteria for the summative report and the Five-Year Plan.	Programs meet most of the criteria for the summative report and the Five-Year Plan.	Programs report and reflect on the findings from ROPA standards I-IV and other relevant data. They use the information collected to design a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.